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ABSTRACT

A formative evaluation documented the progress made by three elementary schools (Crispus Attucks, New West, and Troost) during the second year of implementing the communications and writing theme in the Kansas City, Missouri School District's Long Range Magnet School Plan. Results indicated that all schools are making good progress in implementing the communications and writing theme. Enrollment at each school was at least 80% of capacity. Court-ordered minority enrollment goals were variable. The levels of student, teacher, and parent satisfaction with the communications and writing program were favorable and had improved since the first year of implementation. Compared to the previous year, more students participated in and enjoyed theme classes. Theme instructional experiences in video production, photography, computer use, and writing were well received. The only problem expressed by students concerned student relations. A large majority of students stated that they did not get along well with students of other races and cultures. Teachers were concerned with the relatively low level of academic progress made by the students. Teachers' principal dissatisfaction was with staff development and inservice programs. Parent perceptions were favorable toward the school, the magnet program, and the progress of their child in the theme. Achievement data varied considerably among schools, by grade, and by ethnicity. (Eleven tables of data are included. Four appendixes on special projects and activities in the three schools; student, teacher, and parent perceptions and ratings by school; New West extended day activities; and Iowa Tests of Basic Skills (ITBS) scores by school are attached.) (SR)

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Formative Evaluation of the Communications and Writing Magnet Elementary Schools

1990-1991

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August 1991

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Executive Summary

The elementary communications and writing magnet schools completed the second year of operation as part of the Kansas City, Missouri School District's *Long-Range Magnet School Plan*. The program was implemented at Crispus Attucks, New West, and Troost. This formative evaluation documents the progress made by these three schools during the second year of implementing the communications and writing theme.

The results of this evaluation suggest that all schools were making good progress in implementing the communications and writing theme. Enrollment at each school was at least 80% of capacity. Attucks and Troost met the court-ordered 1990-1991 minority enrollment goals in all grades except second (Attucks) and fourth (Attucks and Troost). New West met minority enrollment goals in the fourth and fifth grades.

The level of student, teacher, and parent satisfaction with the communications and writing program was favorable and had improved since the first year of implementation. Compared to last year, more students participated in and enjoyed theme classes. Theme instructional experiences in video production, photography, computer use, and writing were well received. Students felt challenged by the communications and writing theme. The only problem expressed by students did not involve the magnet program, but rather student relations. A large majority of students stated they did not get along well with students of other races and cultures. Teachers were concerned with the relatively low level of academic progress made by the students. The principle dissatisfaction teachers reported was with staff development and in-service programs. Parent perceptions were favorable toward the school, the magnet program, and the progress of their child in the theme.

ITBS achievement data in three content areas were above national and district norms for kindergarten through second grade. Generally, scores for third through fifth grades were below the national and district norms for minorities, but above the norms for non-minorities. Language skills were stronger than reading. However, scores in both reading and language declined since the first year of implementation. DRP scores indicated that fifth grade students at New West and Troost had reading skills at or above the district averages. Instructional level MMAT scores for third graders were below state averages and the difference was meaningful. District averages in reading/language arts were exceeded by students from Attucks and Troost. Attucks and New West exceeded district averages in math.

Formative Evaluation of the Communications and Writing Magnet Elementary Schools

1990-1991

Introduction

The elementary communications and writing magnet schools examined in the present report have completed their second year of implementation of the magnet theme as part of the *Long-Range Magnet School Plan*, hereafter referred to as the Long-Range Plan (Hale and Levine, 1986). At the elementary level, the communications and writing programs are comprised of three schools: Crispus Attucks Communications and Writing Magnet, New West World Language Magnet, and Troost Communications and Writing Academy.

The Long-Range Plan (Hale and Levine, 1986,p. 64) established the objective of the communications/writing magnet programs as training, "Students [to] develop critical thinking skills, speech, language, analytical skills, self-awareness, and interpersonal skills." The sequentially developed set of course offerings is designed to prepare students for college training in communication studies and eventual careers in some area of communication. The goal of the present report is to provide decision-makers with evaluative information useful in improving program implementation. The presentation of results is preceded by a description of the communications and writing elementary magnet program and a discussion of the evaluation design.

Program Description

New West began minimal implementation of the communications and writing theme in 1988-1989 for kindergarten through second grades. Beginning school year 1990-1991, every communications and writing elementary school enrolled kindergarten through fifth grade students in their program. In addition to the programs of communications and writing at the elementary level, a complementary program began its first year of implementation in the 1990-1991 academic year at Westport Middle School. A high school magnet offering the communications and writing theme is scheduled to start in the 1991-1992 school year at Westport High School. Hence, at the beginning

of the 1991-1992 school year, the Kansas City, Missouri School District will offer a comprehensive, additive 12 year program of instruction in communications and writing.

The program of communications and writing at the elementary level is designed to provide students the opportunity to express themselves through reading, writing, speaking and listening. Eleven theme strands are described in the curriculum plans developed by each school. The strands are: commercial arts, computer, creative writing/composition, dramatic arts, journalism, listening, mass media, photography, public/human relations, public speaking, and text. New West had an extended day program of theme-related and academic activities. Theme-related activities included Spanish programs since New West offers a foreign language theme as well as communications and writing.

Evaluation Design

Questions addressed in this second year formative evaluation were:

1. Has the school met established enrollment goals?
2. Was the program implemented as detailed in the *Long-Range Magnet School Plan* and site planning outlines for the elementary schools (Attucks Communication and Writing Magnet School Planning Outline, 1989; New West Planning Outline, 1989; Troost Communications and Writing Magnet Site Task Force Plan, 1989).
3. What are parent, student, teacher, and school leadership perceptions about and attitudes toward the program?
4. What are the levels of student achievement in the school?

This evaluation is facilitated through classroom observations and site visits, perception data gathered through interviews and survey instruments, and through data obtained from the district's research and testing office.

Results

Demographic Data

Enrollment and racial composition data are presented for the first and second years of magnet school operations, plus the year prior to implementing the communications and writing magnet program. The year prior to implementation (1988-1989) is treated as the baseline year and gives perspective to the magnet year data. Minority and non-minority enrollment are reported by grade. All demographic data for the elementary communications and writing magnets were extracted from the official student membership reports prepared by the research office of the school district.

Table 1 presents the enrollment capacity at each of the communications and writing elementary magnet schools. The student population at each school was at least 80% capacity, with Attucks and New West 95% of capacity. For the communications and writing theme, only four grades in the three elementary schools were at or above capacity. These were Attucks kindergarten and second grade, and the third and fifth grade classes at New West.

A goal of integration defined for each magnet school is a ratio of 60% minority and 40% non-minority at each grade level. Traditional schools converted to magnet schools, originally having a greater than 60% minority student population, such as Attucks and Troost, are expected to move

Table 1

Communications and Writing Magnet Elementary Schools
Program Capacity and Actual Capacity, 1990-1991

School Grade	Program Capacity[1]	Actual[2]	Difference	% of Capacity
Attucks				
Kindergarten	44	44	0	100%
First	44	41	-3	93%
Second	44	45	+1	102%
Third	66	63	-3	95%
Fourth	54	49	-5	91%
Fifth	54	49	-5	91%
Total	306	291	-15	95%
New West				
Kindergarten	22	21	-1	95%
First	22	20	-2	91%
Second	22	19	-3	86%
Third	22	23	+1	105%
Fourth	27	22	-5	81%
Fifth	27	27	0	100%
Total	142	132	-10	93%
Troost				
Kindergarten	44	31	-13	70%
First	22	20	-2	91%
Second	88	61	-27	69%
Third	88	83	-5	94%
Fourth	81	71	-10	88%
Fifth	81	66	-15	81%
Total	404	332	-72	82%

Note: Percentages are rounded to nearest whole percent.

1 Program capacity utilized by the Admission's Office when placing students in magnet programs.

2 From September 26, 1990 Student Membership (Research Office, 1990).

at least 2% closer to 60% minority in each grade every year. New West was considered a new school and, as such, is required to meet the 60% minority/40% non-minority criteria.

Enrollment data for the communications and writing elementary magnets for two years of implementation (1989-1990 and 1990-1991), plus baseline year (1988-1989) are in Table 2. Three years ago, Attucks and Troost were at least 95% minority. Almost every grade at these schools

Table 2

Communications and Writing Elementary Schools
Minority and Non-Minority Enrollment
September 1988, 1989, 1990

	1988 - 1989				1989 - 1990				1990 - 1991			
School	Minority		Non-Minority		Minority		Non-Minority		Minority		Non-Minority	
Grade	N	%	N	%	N	%	N	%	N	%	N	%
Attucks												
Kind.	50	100%	---	------	23	66%	23	34%	27	61%	17	39%
First	46	98%	1	2%	38	95%	2	5%	29	71%	12	29%
Second	29	100%	---	------	49	82%	11	18%	37	82%	8	18%
Third	22	85%	4	15%	35	92%	3	8%	53	84%	10	16%
Fourth	28	97%	1	3%	33	73%	12	27%	37	76%	12	24%
Fifth	33	89%	4	11%	29	88%	4	12%	36	73%	13	27%
Total	208	95%	10	5%	207	82%	44	18%	219	75%	72	25%
Grand Total			218				251				291	
New West												
Kind.	42	67%	21	33%	10	53%	9	47%	13	62%	8	38%
First	30	71%	12	29%	12	67%	6	33%	14	70%	6	30%
Second	33	69%	15	31%	16	73%	6	27%	9	47%	10	53%
Third	---	------	---	------	16	67%	9	33%	17	74%	6	26%
Fourth	---	------	---	------	15	63%	9	38%	11	50%	11	50%
Fifth	---	-----	---	------	12	52%	11	48%	16	59%	11	41%
Total	105	69%	48	31%	81	61%	53	40%	80	61%	52	39%
Grand Total			153				134				132	
Troost												
Kind.	76	99%	1	1%	5	71%	2	29%	16	52%	15	48%
First	68	94%	4	6%	66	96%	3	4%	16	80%	4	20%
Second	79	100%	---	------	66	97%	2	3%	58	95%	3	5%
Third	59	97%	2	3%	61	95%	3	5%	77	93%	6	7%
Fourth	86	99%	1	1%	60	97%	2	3%	69	97%	2	3%
Fifth	62	97%	2	3%	57	100%	--	-----	63	95%	3	5%
Total	430	98%	10	2%	315	96%	12	4%	299	90%	33	10%
Grand Total			440				327				332	

Note: Percentages are rounded to the nearest whole percent. Enrollment data taken from the *September 28, 1988 Student Membership Report* (Research Office, 1988); the *September 27, 1989 Student Membership Report*, (Research Office, 1989); and the *September 26, 1990 Student Membership Report* (Research Office, 1990).

moved nearer the desegregation goal of 60%/40% during the two years of theme implementation. Troost met court-ordered 1990-1991 minority enrollment goals in all grades except fourth, which remained unchanged. Attucks kindergarten, first, third, and fifth grades met minority enrollment goals. Minority enrollment in the second grade was unchanged and the fourth grade increased by 3% from the previous year. A probable explanation for the latter is found by defining the cohort this group represented and then examining their racial disposition through time. At baseline year (1988-1989), the 1990-1991 fourth graders were in second grade and 100% minority. The next year (1989-1990), now in third grade, the minority enrollment was 92%. In longitudinal perspective, then, the 76% minority ratio of current fourth graders at Attucks marked a continuing improvement in desegregation.

Considering New West, minority enrollment goals were met in the fourth and fifth grades. The kindergarten class was within 2% of goal and second graders within 3%. The 70% minority enrollment in the first grade indicates either the inability to attract sufficient numbers of non-minority first graders into the school or a switch of existing students to the Spanish theme. The failure to meet desegregation goals in the third grade may be attributed to integration policies applied to New West in 1988-1989. During that year, current third graders were in the first grade, and a racial balance was not demanded of kindergarten through second grades in 1988-1989. Essentially, these classes were "grandfathered" into later minority enrollment goals established for New West. The ripple of these racially unbalanced cohorts may be observed until 1994 at which time the 1988 kindergarten class graduates from New West.

Implementation

Program implementation was evaluated from data collected through classroom observations, site visits, interviews with school principals and administrators, and teacher questionnaires. Classrooms to observe were selected randomly at the beginning of the school year[1], and observations continued through May, 1991. Data regarding physical evidence of the theme, infusion of the theme into the basic curriculum, and student activities were gathered during each observation period (approximately 45-50 minutes). School principals, administrators and teachers were interviewed and/or surveyed twice during the year as a means of documenting leadership perceptions of program functioning and implementation.

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1 A previous program evaluator developed the observation schedule and selected classrooms for observation.

Staff. Attucks lost their writing resource teacher early in the school year and the position was unfilled for several months. Existing teachers filled the gap, but implementation of the composition strand was impaired. Also, a reading teacher position was vacant at the end of the year and must be filled at Attucks. All magnet-related staff positions were filled by the start of the school year at New West and Troost.

Renovation/Construction. Currently, only Troost is operating at its permanent site. New facilities are under construction at alternate sites for both Attucks and New West. Renovations to the existing building at Attucks improved the learning environment, and school administration reported that facility was not a hinderance to theme implementation. New West is located at the site of the Douglass Elementary School. Currently, a completion date of August, 1992 is projected for the new elementary schools for Attucks and New West.

Infusion. Observations of infusion (Table 3) agreed with the teachers self-report of successful infusion in the questionnaire. The ability to infuse the theme into the core curriculum improved markedly over last year. The achievement may be attributed in large part to the increased use of vocabulary, spelling and word recognition by the teachers and the resulting transfusion to their students.

Evidence of Theme. The instructional strands which received the greatest attention were writing/composition, journalism, mass media (*e.g.*, video production), photography, text (*e.g.*,

Table 3

Communications and Writing Magnet Elementary Schools
Building and Classroom Observations
Percent of Observations

Evidence Category	1989-1990	1990-1991
Physical Evidence of Theme		
Student work displayed	90%	81%
Theme displays	70%	91%
Classroom Observations		
Theme vocabulary displayed,used by teachers and students	58%	77%
Teachers infuse theme	70%	100%
Students participating in lesson and engaged in lesson appropriate activity	97%	100%

Note: Percentages are rounded to the nearest whole percent and denote frequency of category occurrence.

literature), listening, and public speaking. Students at each school spent considerable time writing at the computer. Each grade regularly produced a newsletter containing their own compositions and reporting on school/class activities. A parent newsletter containing student work and school information was published monthly. Students at Attucks and New West produced a daily news broadcast which was presented before the entire school every morning. Guest readers from various agencies throughout the community often came to the schools to offer storytelling, poetry reading, book reading, workshops and numerous other communication models. Students at New West bound their work into books to take home or to display.

The halls and classrooms in each school displayed student work (*e.g*, stories, poetry, photographs, book displays) and theme-related posters. A list of theme-related activities provided by school leadership from the elementary schools is in Appendix A. Students from each school engaged in writing and reading contests held in the metro area and participated in field trips to the local publishers, museums, art galleries, and broadcast studios.

Perceptions

Student Perceptions. One classroom from each of the first through fifth grades at each of the communications and writing elementary schools (approximately 25% of the student body) was selected randomly to receive a developmentally appropriate questionnaire. Perceptions of the students as a group are presented in Table 4, and results of the survey for each school are in Appendix B, Table B-1.

Overall, the students reported a positive magnet school experience. The majority of students were glad they attended a communications and writing school (item 1, 90%) and enjoyed learning all the various ways to communicate (item 19, 91%), including how to write better and more creatively (item 20, 92%). School was not easy for about half of students (item 22, 49%), but 91% felt they learned a lot this year (item 18) and 77% admitted that they liked going to school (item 21). Ninety percent perceived their teachers as effective in finding interesting ways of instruction (item 24). Theme-related experiences and opportunities increased since the first year of implementation. Instruction in photography and the opportunity to use a camera dramatically increased this year compared to last (item 4, 67% vs. 35%). Nearly all students reported learning to use a computer (item 2, 92%) and most used the computer to write stories this year (item 3, 88%). Of the theme strands, video production (item 5, 74%), photography, writing (item 9, 85%), and computer were received most favorably by the students. The news broadcast and weekly newsletters produced by

Table 4

Communications and Writing Magnet Elementary Schools
Student Perceptions (N=278), Spring 1991

Statement	Yes	No
1. I am glad I attend _____, a communications/writing school.	90%	10%
2. I am learning to use a computer.	92%	8%
3. I use the computer to write stories.	88%	12%
4. I have had an opportunity to use a camera and learn about photography.	67%	33%
5. I am learning about TV and TV broadcasting.[1]	74%	26%
6. I am learning about books.[2]	89%	11%
7. I have gotten to do interesting projects in the media lab.[2]	73%	27%
8. I enjoy going to media lab.[2]	74%	26%
9. I enjoy my writing classes.	85%	15%
10. I speak and write better this year.[1]	83%	17%
11. School broadcast has helped me learn more about news.[2]	83%	17%
12. School newsletter has helped me learn more about writing.[2]	79%	21%
13. I participated in a school performance.	87%	13%
14. I enjoyed field trips this year.	89%	11%
15. I like speaking and writing.[2]	79%	22%
16. I like to read.[2]	89%	11%
17. I enjoy speaking in front of class.	56%	44%
18. I am learning a lot this year.	91%	9%
19. I like learning about all the ways to communicate.	91%	10%
20. I like learning to write better and creatively.[1]	92%	8%
21. I like going to school.	77%	23%
22. I think school is easy.[1]	49%	52%
23. My teachers care about me.[1]	88%	12%
24. My teachers help me find interesting ways to use what I am learning.	90%	10%
25. I would like to go to this school next year.[2]	77%	23%
26. I feel safe at school.	70%	30%
27. The students get along well with each other.[1]	21%	80%

Note: Percentages are rounded to nearest whole percent.

1 Third, fourth and fifth grades only.

2 First and second grades only.

the students seemed to enhance the learning of the younger students (item 11, 83% and item 12, 79%).

An area of concern to students was student relations. Only 21% thought students got along well with one another (item 27). The perception was held by students in all three schools (Appendix B, Table B-1). Importantly, the majority of students perceived the teachers as caring (item 23, 88%) and 77% would like to go to their school next year (item 25). Student response to the latter differed among schools. Relative to New West and Troost (both 84%), a low percent of Attucks students (61%) want to return to their school next year.

Teacher Perceptions. All teachers, at each of the three elementary communication and writing elementary magnet schools, were given the opportunity to respond to questionnaires at the beginning and at the end of the school year. Teachers were permitted write-in responses to some questions with anonymity assured. Responses to the end-of-year questionnaire are presented collectively in Tables 5 and 6, and responses by school are in Appendix B, Tables B-2 and B-3.

Teachers continued to feel successful in theme implementation and infusion (item 2, 89% and item 10, 93%). Most believed that the climate of their school was conducive to the theme (item 3, 82%), yet student enjoyment of the communications and writing theme was perceived to have dropped since last year (item 18, 83% vs. 92% last year). A relatively low percent of teachers responded favorably to staff development/in-service programs (item 4, 69%). This was true especially for Attucks and New West (Appendix B, Table B-2). In the comments section, many teachers at all three schools stated a need for more relevant in-service sessions.

As a theme, teachers rated the program at their school as better than average (Table 6). The majority of teachers at every school rated their school's program as excellent or good, which represents an improvement since the first year of implementation (Appendix B, Table B-3). However, fewer teachers felt the students were making academic progress generally (Table 5, item 13, 76% vs. 85% last year). Teachers at Troost and Attucks accounted for the great majority of the frustration with student academic performance (Appendix B, Table B-2. Teacher perceptions of theme contribution to achievement was up slightly from last year, however (Table 5, item 14, 74% vs. 70% last year). This perception was held by the majority of teachers at every school (Appendix B, Table B-2). With the exception of New West (71%), less than 50% of the teachers in the communication and writing elementary magnet schools believed the theme had improved desegregation.

Table 5

Communications and Writing Magnet Elementary Schools
Teacher Perceptions (N=54), Spring 1991

Statement	Yes	No
1. I enjoy teaching the theme.	98%	0%
2. The school implemented the theme according to identified goals and objectives.	89%	9%
3. The school climate is conducive to the theme.	82%	7%
4. I am satisfied with staff development/in-services regarding the theme.	69%	17%
5. Supplies and materials are sufficient to teach the theme.	85%	9%
6. Supplies and materials are sufficient to teach core curriculum.	87%	9%
7. The students participated in field trips related to the theme.	80%	11%
8. I am satisfied with the quality of the field trips.	74%	15%
9. The facility is adequate and meets my needs.	76%	19%
10. I am able to infuse the theme into the basic curricula.	93%	4%
11. The school offers planning sessions on ways to infuse the theme.	80%	7%
12. The building level administrative staff provided support to implement the theme.	76%	6%
13. The students are making good academic progress.	76%	11%
14. The students are making good academic progress because of the theme.	74%	4%
15. The theme and regular teachers work together to implement the theme.	69%	20%
16. The students are provided opportunities to express themselves by written and oral presentations.	91%	4%
17. The students have sufficient opportunities to use computers in composition.	87%	4%
18. The students enjoy working in the theme.	83%	6%
19. The theme has improved desegregation.	48%	22%

Note: Percentages are rounded to nearest whole percent. The difference from 100% in each statement represents the proportion of "no opinion" responses.

Parent Perceptions. Approximately 25% of the parents from each of the three communication and writing elementary magnet schools were given the opportunity to present their perceptions of the theme and school. Their responses are presented collectively in Table 7 and by school in Appendix B, Table B-4.

At least 75% of parents in each of the schools responded favorably to the communications and writing magnet theme and their children's progress in the theme (Table 7 and Appendix B, Table B-4, items 1 through 7). Over half of the parents surveyed thought their child enjoyed school more and talked about school more with the theme in place (item 11, 67% and item 12, 56%). Over 90%

Table 6

Communications and Writing Magnet Elementary Schools Teacher Ratings of Magnet Program, Spring 1991

Rating	Percentage
Excellent	29%
Good	50%
Average	21%
Fair	0%
Poor	0%

Note: Percentages are rounded to the nearest whole percent.

Table 7

Communications and Writing Magnet Elementary Schools Parent Perceptions (N=204), Spring 1991

Statement	Yes	No
1. I am satisfied with the communications/writing program.	93%	5%
2. I am satisfied with the progress my child has made in the communications/writing theme.	86%	12%
3. I am satisfied with the progress my child has made in basic skills.	84%	10%
4. I am satisfied with my child's teachers.	88%	7%
5. The principal is responsive to my concerns.	79%	10%
6. I am satisfied with communications from school.	89%	11%
7. Communications from school are understandable and helpful.	97%	3%
8. I feel welcome at _____.	95%	4%
9. During this school year I attended parent teacher conferences.	78%	22%
10. During this school year I attended other meetings or school programs.	48%	52%
11. My child has talked about school more since the magnet program began.	67%	26%
12. My child enjoys school more with the magnet program in place.	56%	30%
13. _____ is clean and in good repair.	91%	8%
14. I would recommend _____ communications/writing magnet to other parents.	92%	7%
15. I feel that my child is safe at _____.	94%	5%
16. Transportation takes a reasonable amount of time.[1]	93%	6%

Note: Percentages are rounded to the nearest whole percent. The difference from 100% in each statement represents the proportion of "no opinion" responses.

1 Based on the number of parents stating their child used district transportation.

would recommend the school to other parents (item 14). There was a slight ethnic difference in response to this item: 93% of the minority parents and 85% of non-minority parents would recommend their children's school to other parents. Satisfaction with the timeliness of district transportation was up from the previous year (item 16, 93% vs. 74%). Seventy-nine percent of the non-minority parents and 68% of minority parents used district transportation. Of these, 56% of the non-minority and 84% of the minority parents felt the transportation was safe.

A concern of administration at each school voiced in the end-of-year interviews was the low level of parental involvement. This concern was measured in the parent perception data: 78% of parents claimed to have attended a parent teacher conference (item 9), but only 48% attended other meetings or school programs (item 10). Distance from school cannot be a valid reason for not attending school functions since the majority of the parents enrolled their child in Attucks, New West or Troost because the school was in the neighborhood (Appendix B, Table B-4).

Extended Day. Of the communications and writing elementary magnet schools, only New West Elementary had an extended day program. The program was designed to provide academic enrichment, tutorial programs, computer experience, opportunity for creative expression in crafts and the performing arts, and an opportunity to participate in team sports. Having a dual theme, New West also offered enrichment activities in Spanish language and culture.

The enrollment figures through two years of implementation are presented in Table 8. Enrollment increased from last year, and the majority of students attended both morning and afternoon programs. Twelve percent of the non-minority and 7% of minority children attended extended day. The racial composition of students attending extended day was two-thirds minority, which was 5% more than that in the general population of New West. Half of the parents with children in extended

Table 8

New West Minority & Non-Minority Extended Day Enrollment Figures

Ethnic	Morning Only	Afternoon Only	Both Morning & Afternoon	1989-1990 Total N	1989-1990 Total %	1990-1991 Total N	1990-1991 Total %
Minority	36	13	74	110	63%	123	66%
Non-Minority	12	17	34	66	38%	63	34%
Total	48	30	108	176		186	

Note: Percentages are rounded to the nearest whole percent. Figures were provided by New West and include students in both the Foreign Language and the Communications and Writing programs.

day cited that program as a reason for attending New West. There were marked ethnic differences in this category, however. Of the children enrolled in extended day, 75% of non-minority and 42% of minority parents gave extended day as the principal reason for enrolling in New West. Most of the parents believed the extended day program properly supervised their child (94%), but only 69% felt the emphasis on academics was sufficient. The majority of students in extended day responded positively to the programs offered, with afternoons slightly favored (88% enjoyed afternoon programs as compared to 80% mornings). A list of programs offered in extended day is presented in Appendix C.

Achievement

Student achievement was measured by end of the year standardized tests. For the elementary schools, the tests were the Iowa Tests of Basic Skills (ITBS), the Degrees of Reading Power (DRP), and Missouri Mastery and Achievement Tests (MMAT). The results for the ITBS are reported for the baseline year and the two years of magnet theme implementation. ITBS results in reading, mathematics and language scores for minority and non-minority groups are reported as well as district and national norms. DRP and MMAT tests were taken by fifth and third graders, respectively. The corresponding national percentile rank, and the district and state averages are reported for comparison purposes.

ITBS. Student achievement data for 1989 (exclusive of New West), 1990 and 1991 are presented in Table 9 by school, grade, and subject tested. Only students in the communications and writing theme at New West were used in the comparisons. Figures 1 through 9 in Appendix D display the information contained in Table 9. The percentile ranks reported are calculated from mean grade equivalent scores and indicate the relative performance of the students as compared to the 1985 national norms.

As can be seen from Figures 1 through 9 (Appendix D), the scores in the three subtests varied considerably among schools, by grade, and by ethnicity. However, some broad patternings in the data were found. Minority students in the third through fifth grades scored below the national and district norms on all subtests. Greater differences between minority and non-minority scores were observed in the fourth and fifth grades than the younger grades.

Achievement declined generally since the first year of program implementation. Regardless of ethnicity, kindergarten through second grade students generally scored above the national and district norms. Non-minority students had larger percentile ranks than minority students. Considering the subtests, scores in the theme-related subtests (reading and language) were higher for

Table 9

Communication and Writing Magnet Elementary Schools
Iowa Tests of Basic Skills Percentile Ranks
Spring 1989, 1990, 1991

School	Reading					Language					Math				
Grade / Ethnicity	1989	1990	1991	Dist. 1991	Nat'l. Norm	1989	1990	1991	Dist. 1991	Nat'l. Norm	1989	1990	1991	Dist. 1991	Nat'l. Norm
Attucks															
Kindergarten															
Minority	89	89	--	--	50	69	59	60	61	50	90	83	57	64	50
Non-Minority	--	90	--			--	79	71			--	91	65		
First Grade															
Minority	72	79	62	53	50	92	92	89	73	50	84	82	81	65	50
Non-Minority	77	29	60			95	43	87			89	30	82		
Second Grade															
Minority	59	69	79	50	50	79	78	81	64	50	67	72	82	64	50
Non-Minority	--	67	73			--	77	93			--	83	95		
Third Grade															
Minority	20	38	43	44	50	33	54	59	57	50	33	41	38	48	50
Non-Minority	17	40	43			12	37	59			8	20	37		
Fourth Grade															
Minority	25	26	30	39	50	54	46	41	49	50	40	34	30	45	50
Non-Minority	63	44	33			82	57	44			64	52	25		
Fifth Grade															
Minority	36	30	26	40	50	56	45	47	48	50	44	39	28	41	50
Non-Minority	31	69	36			55	64	45			38	61	31		
New West															
Kindergarten															
Minority	--	72	--	--	50	--	33	56	61	50	--	44	52	64	50
Non-Minority	--	83	--			--	54	58			--	63	71		
First Grade															
Minority	--	45	39	53	50	--	53	37	73	50	--	31	38	65	50
Non-Minority	--	73	61			--	72	55			--	61	72		
Second Grade															
Minority	--	35	30	50	50	--	50	39	64	50	--	41	46	64	50
Non-Minority	--	48	66			--	58	66			--	56	69		

Table 9 (Continued)

Communication and Writing Magnet Elementary Schools
Iowa Tests of Basic Skills Percentile Ranks
Spring 1989, 1990, 1991

School	Reading					Language					Math				
Grade / Ethnicity	1989	1990	1991	Dist. 1991	Nat'l. Norm	1989	1990	1991	Dist. 1991	Nat'l. Norm	1989	1990	1991	Dist. 1991	Nat'l. Norm
New West (Cont.)															
Third Grade															
Minority	--	33	36	44	50	--	51	59	57	50	--	21	49	48	50
Non-Minority	--	59	30			--	62	61			--	57	56		
Fourth Grade															
Minority	--	33	25	39	50	--	35	34	49	50	--	25	29	45	50
Non-Minority	--	67	39			--	72	38			--	53	34		
Fifth Grade															
Minority	--	29	29	40	50	--	49	37	48	50	--	31	20	41	50
Non-Minority	--	44	62			--	59	66			--	70	57		
Troost															
Kindergarten															
Minority	70	93	--	--	50	44	64	45	61	50	50	65	79	64	50
Non-Minority	--	97	--			--	74	57			--	95	83		
First Grade															
Minority	33	34	36	53	50	47	57	56	73	50	27	32	30	65	50
Non-Minority	64	--	33			42	--	37			20	--	19		
Second Grade															
Minority	32	49	48	50	50	55	72	75	64	50	38	40	57	64	50
Non-Minority	--	63	77			--	75	74			--	38	64		
Third Grade															
Minority	39	31	27	44	50	58	49	47	57	50	41	34	27	48	50
Non-Minority	--	56	31			--	60	43			--	63	30		
Fourth Grade															
Minority	30	31	29	39	50	39	50	40	49	50	28	36	33	45	50
Non-Minority	--	72	30			--	77	55			--	88	47		
Fifth Grade															
Minority	40	37	35	40	50	60	51	44	48	50	49	38	32	41	50
Non-Minority	66	--	60			78	--	64			74	--	57		

language than reading at all schools, in all grades, and regardless of ethnicity. Reading scores for non-minority second graders improved since the first year of implementation. Ethnic differences were not as pronounced in math as that observed in reading and language. Minority math scores were below the national norms for the third through fifth grades at all schools. Close examination of ITBS scores by grade and by school will reveal exceptions to the broad patterns just described. The data are provided and graphed to allow stakeholders to scrutinize the performance of their particular student population.

DRP. The Degrees of Reading Power Test measures reading comprehension and is used primarily as a diagnostic test to match appropriate instructional materials with a student's reading level. The test results are reported at three levels: independent, instructional, and frustration. Table 10 reports the instructional level DRP scores by school. The corresponding national percentile rankings are provided for comparison. New West and Troost scored above the district norms. Attucks was within 5 DRP units of achieving the district norms.

MMAT. Table 11 presents the results of current year MMAT tests by school in reading/language arts and math. MMAT scores are reported in average scale scores and can be compared to district and state averages. State averages were not met by any of the elementary communications and writing magnets in either subtest. However, district averages were exceeded in reading/language arts by Attucks and Troost. Attucks and New West exceeded district averages in math. According to the *Missouri Mastery and Achievement Tests, Guide to Score Interpretation and Use* (Missouri Department of Elementary and Secondary Education, 1990), a meaningful difference between groups occurs if 25 points or more separates their scores. By this criteria, the difference in averages between the communications and writing magnets and the state were meaningful.

Table 10

Communications and Writing Magnet Elementary Schools
Degrees of Reading Power, Fifth Grade, 1991

Schools	DRP Mean Units	National Percentile
Attucks	45	28
New West	53	52
Troost	50	43
District	50	43

Table 11

Communications and Writing Magnet Elementary Schools Missouri Mastery & Achievement Tests Average Scale Scores, Third Grade, 1991

Schools	Reading/ Language Arts	Math
Attucks	287	305
New West	255	298
Troost	279	284
District	274	289
State	321	326

Summary and Recommendations

The three elementary communications and writing magnet schools have completed their second year of operation. Currently, New West and Attucks are operating in temporary facilities, but implementation was not impacted by inadequate facility. It is anticipated that all elementary communications and writing magnets will be situated in their permanent building by the opening of the 1992-1993 school year.

Enrollment at each elementary communications and writing magnet was approximately 80% of capacity. The court-ordered 1990-1991 minority enrollment goals were met at Attucks in all grades except the second and fourth grades, in all grades at Troost except the fourth, and by the fourth and fifth grade classes at New West. The affect of racially unbalanced cohorts "grandfathered" into the recent integration guidelines was considered as a probable explanation for the failure to meet desegregation goals.

Generally, implementation of the magnet programs progressed well during the two years. A variety of courses in all theme strands were available to the students at each school. More students this year as compared to last took advantage of the opportunities afforded them at their magnet school. Instructional experiences in photography, video production, computer and computer application, publication, and writing were well received by the majority of students. The area of concern communicated by the students was inter-student relations. A very high percent of students (79%) did not believe students of other races and cultures got along well together.

Observational data and teacher self-report indicated a high frequency of infusion. The majority of teachers felt confident of their ability to successfully implement the theme and believed the

climate of their school was conducive to the theme. Teachers expressed concerns about the insufficient progress of students academically and the irrelevant staff development/in-service programs.

Parent perceptions of the communications and writing theme, the elementary school administration and staff, and their children's progress were favorable. Over half of the parents surveyed felt their child enjoyed school more with the theme in place. Interestingly, the majority of parents choose their particular school because it was in the neighborhood. An extended day program was available to parents of children at New West. Twelve percent of non-minority and 7% of minority children enrolled at New West attended extended day. Half of the parents with children in extended day cited that program as the reason for enrolling in New West. The majority of parents and students responded favorably to academic and enrichment programs offered in extended day.

ITBS achievement data varied considerably among schools, by grade, and by ethnicity. There were exceptions, but broad patterns found in the data were: (1) minority third through fifth grade students scored below the national and district norms on all subtests; (2) kindergarten through second grade students, both minority and non-minority, scored above the national and district norms; (3) non-minority students had higher percentile scores than minority students; (4) achievement declined since the first year of program implementation; (5) language skills were stronger than reading skills at all three schools.

Fifth grade students at New West and Troost scored at or above the district averages in the DRP tests. Instructional level MMAT scores for third grade students were below state averages and the difference was meaningful. District averages were exceeded by students at Attucks and Troost on the reading/language arts subtest. Attucks and New West exceeded district averages in the math subtest.

Based upon the evidence gathered for this second year formative evaluation, the following recommendations are offered:

1. School leadership should consider addressing issues of inter-personal student relationships, especially to promote positive multi-ethnic and multi-cultural interactions. A disturbingly low percent of students (21%) indicated positive rapport among students of other races and cultures.

2. In-service and staff development programs should focus upon the current concerns of teachers and devise strategies to assist teachers implement the magnet theme. A small majority of teachers (69%) were satisfied with staff development programs and many teachers expressed in open-comments a desire for more relevant in-service programs.

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Appendix A

Special Projects and Activities

ATTUCKS COMMUNICATIONS & WRITING

Special Projects

1990-91

Program	Projects	Field Trips	Recognition	Awards
Presidents Day	Author in Residence	Show Me K.C.	Writing Conference	Violinists
Grade 4				
Halloween K		Video Production		Perfect Attendance
M.L. King	Writer in Residence	Deanna Rose Farm		
Grade 4				
April to May K		Kaliedoscope	Deseg Letters	Honor Roll
Lyric Opera K-3	Writing Conference	Riverboat		
Business Image	Conference			
	Story Teller in	Media	Math Bee	Math Bee
Jump Rope for	Residence	Convention		
Heart	Box City	Walk Around the	Letters to the	
		Block	Principal	
Project Essentials K.	Pen Pals	K. C. Jazz		
Kaufman Foundation				
B. History	K. C. Museum			
	Writing	AM Track		
	Fair			
Newspapers in Ed.	Photography	Authors		
	in Residence			
LucilerBluford		Interview		
Oral Interpretation	Celebrity	Journalist		
Open House	Reader			
Children's Theatre	Word of the Week	Burr Oaks		
	Newscast			
Christmas Around	Weekly Calender	K. C. Zoo		
the World	Student of the	MO Town		
Discipline Program	Month			
Mo. History	Arts Parts			
	Clothing As Communication			

Troost Communications and Writing Academy

Theme Related Field Trips and Activities

1. Weekly student broadcasts
2. Student newspaper featuring original writing
3. Classroom newspapers: one per quarter
4. Letter writing projects
    a. President Bush responded to a letter by third graders
    b. Miss America responded to student letters
    c. Schoolwide Desert Storm letter writing
5. Classroom yearbook: Third Grade
6. Kansas City Royals Pilot Project with a fourth grade room involving the newspaper
7. Arts Partner Programs were all theme related
    a. Story teller in residence
    b. Writer in residence
    c. Plays
    d. Lyric Opera
    e. Dress as a form of Communication workshops
    f. Alvin Ailey performances
8. Story tellers: Gina Njegovan, Tracy Millsap, Marilyn Hurley
9. Project D.A.R.E. for Grade 5 culminating in essay writing and public speaking.
10. "Writing Celebration" with Center School District
    a. Student book published
    b. Mrs. Adams and Mrs. Schreiber were presenters
11. _Harmony in a World of Difference Cultural Exchange with Blue Valley fifth grade class. Mrs. Mackrel's students were involved in an exchange with a suburban classroom that included a pen pal program, trip exchanges, hosting Miss America and a weekend at Wildhood. Students learned to communicate with each other through writing and speaking.
12. Grade 4 Pen Pal Program with Blue Valley that culminated with a weekend at Wildwood.

13. Spring Fling/Career Week

a. 45 guest career speakers that included writers, radio and television personalities, cameramen, photographers, bankers, public service workers, etc. All guests stressed the necessity of having excellent communications skills in order to succeed in a job.

14. Photographers and writers have been guests in the Media Center.

15. Cooperative efforts with Westport Middle School that included their photography and video teachers working with Troost students. Westport Middle School students videotaped several presentations of Troost students.

16. Dr. Evelyn Rothstein inserviced Troost staff members on the Write Track program in the fall. This May she returned and did demonstration lessons in the classrooms.

17. S.T.S. Enrichment Program

a. Students learned videotaping techniques resulting in students videotaping performances and presentations.

b. Puppetry

c. Dances

d. Multimedia

18. Performances that included song, poetry, choral readings and dance:

a. Monthly Spirit Day Performances by classrooms

b. Open House Program

c. Christmas Program

d. Multicultural Program

e. Spring Fling Program

f. Dedication Program

g. Classroom plays and poetry

19. Multimedia shows created by students

20. "Education Rap": an original script by Mr. Bell and Mrs. Boyd created into a multimedia tape

NEW WEST World Language Magnet
2640 Belleview • Kansas City, MO 64108 • (816) 531-4343

May, 1991

FIELD TRIPS/ACTIVITIES/SPEAKERS/PROGRAMS
related to the Communications/Writing Theme

September-	Poetry In Motion performance (grades 1-3)
October-	Clothing as Communication (grade 3) Storytelling Workshops (grades 1&2)
November-	Alvin Ailey performance (grades 4&5) Guest Readers fro National Book Week (grades K-5) Reading Reptile Book Fair (whole school)
December-	Creativity Workshops (kindergarten) Independence Examiner Newspaper trip (grades 3-5)
January-	Alvin Ailey Workshops (grades 4 & 5) Theater Workshops (Grade 3) Writer In Residence (grade 5) Winter Book Fair (whole school)
February-	Theater for Young America trip (grade 3) Quality Hill Playhouse trip (grades 4 & 5) Folly Theater trip (grades K, 1 & 2) Writing Conference at Red Bridge School (selected participants K-5)
March-	Photography Workshop (grade 5) Entrance of ESSAYS in the Nat'l Women's Day Contest (selected 3, 4 & 5)
April-	Author Talk at KC Public Library (grade 3) Lyric Opera Performance (K-5) Folly Theater trip (1st, 4th & 5th)
May-	Media Fair; speakers displays etc. (K-5) Summer Book Fair (whole school) "Mark Twain " presentation at New West (3, 4 & 5) Tracy Milsap Storytelling performance (K, 1 & 2) Paul Mesner Puppet Show trip (kindergarten)

Appendix B

Student, Teacher, and Parent Perceptions and Ratings by School

Appendix B, Table B-1

Communications and Writing Magnet Elementary Schools
Student Perceptions by School, Spring 1991

Item	Content	Attucks (N=85)		NewWest(N=97)		Troost (N=96)	
		Yes	No	Yes	No	Yes	No
1.	Glad I attend _____ a communication/writing school.	93%	7%	95%	5%	83%	17%
2.	Enjoy my writing classes.	85%	15%	88%	11%	81%	19%
3.	Learning to use a computer.	93%	7%	88%	11%	96%	4%
4.	Use computer to write.	88%	12%	91%	9%	85%	15%
5.	Feel safe at school.	64%	36%	76%	24%	69%	31%
6.	Students get along well with each other.[1]	15%	85%	22%	78%	24%	76%
7.	Speak and write better this year.[1]	79%	21%	85%	15%	85%	15%
8.	Have had an opportunity to use a camera and learn about photography.	69%	31%	73%	27%	59%	41%
9.	Learning about TV and TV broadcasting.[1]	58%	42%	85%	15%	78%	22%
10.	Learning about radio and radio broadcasting.[1]	23%	77%	37%	63%	58%	42%
11.	My teachers care about me.[1]	87%	14%	92%	8%	85%	15%
12.	Teachers help me find interesting ways to use what I am learning.	89%	11%	90%	10%	92%	8%
13.	Participated in a school broadcast (TV/radio).[1]	33%	65%	50%	50%	34%	66%
14.	Participated in a school performance.	88%	12%	81%	19%	92%	8%
15.	Like going to school.	74%	26%	87%	13%	69%	31%
16.	Enjoy speaking in front of class.	52%	48%	53%	47%	63%	38%
17	Learning a lot this year.	91%	9%	88%	12%	96%	4%
18.	Enjoyed the field trips this year.	88%	12%	89%	11%	91%	10%
19.	Like learning about all the ways to communicate.	84%	16%	93%	7%	93%	7%
20.	Like learning to write better and creatively.[1]	87%	14%	97%	3%	93%	7%
21.	School is easy.[1]	54%	46%	52%	48%	41%	59%
22.	Learning about books.[2]	82%	18%	89%	11%	95%	5%
23.	Enjoy going to media lab.[2]	52%	49%	84%	16%	84%	16%
24.	Would like to go to this school next year.	61%	39%	84%	16%	84%	16%
25.	Have gotten to do interesting projects in media lab.[2]	64%	36%	73%	27%	81%	19%
26.	School broadcast has helped me learn more about news.[2]	85%	15%	95%	5%	70%	30%

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Appendix B, Table B-1 (Continued)

Communications and Writing Magnet Elementary Schools
Student Perceptions by School, Spring 1991

Item Content	Attucks (N=85)		New West (N=97)		Troost (N=96)	
	Yes	No	Yes	No	Yes	No
27. School newsletter has helped me learn more about writing.[1]	67%	33%	78%	22%	92%	8%
28. Like speaking and writing.[1]	55%	46%	87%	14%	92%	8%
29. Like to read.[2]	88%	12%	89%	11%	90%	11%

Note: Percentages are rounded to the nearest whole percent.
1 Third, fourth, and fifth graders only.
2 First and second graders only.

Appendix B, Table B-2

Communications and Writing Magnet Elementary Schools

Teacher Perceptions by School, Spring 1991

Statement	Response	Attucks (N=20)	New West (N=7)	Troost (N=27)
1. I enjoy teaching the theme.	Agree	95%	100%	100%
	Disagree	0%	0%	0%
2. The school implemented the theme according to identified goals and objectives.	Agree	85%	86%	93%
	Disagree	10%	14%	7%
3. The school climate is conducive to the theme.	Agree	90%	100%	70%
	Disagree	0%	0%	15%
4. I am satisfied with staff development/inservices regarding the theme.	Agree	55%	57%	82%
	Disagree	20%	29%	11%
5. Supplies and materials are sufficient to teach the theme.	Agree	90%	86%	82%
	Disagree	10%	14%	15%
6. Supplies and materials are sufficient to teach the core curriculum.	Agree	85%	100%	85%
	Disagree	5%	0%	15%
7. The students participated in fieldtrips related to the theme.	Agree	85%	86%	74%
	Disagree	10%	14%	11%
8. I am satisfied with the quality of the fieldtrips.	Agree	75%	86%	70%
	Disagree	10%	14%	19%
9. The facility is adequate and meets my needs.	Agree	60%	57%	93%
	Disagree	35%	29%	4%
10. I am able to infuse the theme into the basic curricula.	Agree	90%	86%	96%
	Disagree	5%	14%	0%
11. The school offers planning sessions on ways to infuse the theme.	Agree	75%	100%	78%
	Disagree	10%	0%	7%
12. Thebuilding level administrative staff provided support to implement the theme.	Agree	95%	86%	59%
	Disagree	0%	14%	7%
13. The students are making good academic progress.	Agree	85%	100%	63%
	Disagree	5%	0%	19%
14. The students are making good academic progress because of the theme.	Agree	75%	86%	70%
	Disagree	5%	0%	4%
15. The theme and regular teachers work together to implement the theme.	Agree	60%	100%	67%
	Disagree	35%	0%	15%
16. The students are provided opportunities to express themselves by written and oral presentations.	Agree	100%	100%	82%
	Disagree	0%	0%	7%
17. The students have sufficient opportunities to use computers in composition.	Agree	95%	100%	78%
	Disagree	0%	0%	7%
18. The students enjoy working in the theme.	Agree	95%	100%	70%
	Disagree	5%	0%	7%
19 The theme has improved desegregation.	Agree	30%	71%	44%
	Disagree	20%	0%	30%

Note: Percentages are rounded to the nearest whole percent. The difference from 100% in each statement represents the proportion of "no opinion" responses.

Appendix B, Table B-3

Communications and Writing Magnet Elementary Schools
Teacher Ratings of Magnet Program By School

School Year	Excellent	Good	Average	Fair	Poor
Attucks					
1989-1990	39%	52%	9%	-----	-----
1990-1991	11%	74%	16%	-----	-----
New West					
1989-1990	40%	40%	20%	-----	-----
1990-1991	57%	43%	-----	-----	-----
Troost					
1989-1990	17%	38%	17%	24%	3%
1990-1991	35%	35%	31%	-----	-----

Note: Percentages are rounded to the nearest whole percent.

Appendix B, Table B-4

Communications and Writing Magnet Elementary Schools
Parent Perceptions by School, Spring 1991

Item Content	Attucks (N=78)		NewWest(N=33)		Troost (N=91)	
	Yes	No	Yes	No	Yes	No
1. Satisfied with magnet program.	95%	4%	88%	9%	92%	4%
2. Satisfied with progress child has made in the communications/writing theme.	90%	9%	79%	15%	86%	14%
3. Satisfied with progress child has made in basic skills.	85%	8%	76%	21%	86%	8%
4. Satisfied with child's teachers.	92%	1%	85%	9%	86%	11%
5. Principal responsive to concerns.	82%	10%	73%	9%	78%	11%
6. Satisfied with communications from school.	89%	12%	79%	21%	93%	7%
7. Communication from school is understandable and helpful.	99%	1%	94%	6%	97%	3%
8. Feel welcome at _____.	92%	6%	97%	3%	97%	3%
9. During this school year, I attended parent teacher conferences.	81%	19%	91%	9%	71%	29%
10. During this school year, I attended other meetings or school programs.	45%	55%	55%	46%	48%	52%
11. Child has talked about school more since magnet theme program began.	67%	23%	70%	18%	66%	31%
12. Child enjoys school more with theme program in place.	50%	31%	64%	15%	59%	34%
13. _____ is clean and in good repair.	87%	12%	85%	12%	97%	3%
14. Would recommend _____ communications/writing program to other parents.	90%	8%	88%	12%	95%	6%
15. Child is safe at _____..	94%	5%	97%	3%	93%	7%
16. Application handled in a reasonable amount of time.	87%	4%	91%	6%	87%	4%
17 Know how students are selected.	36%	64%	39%	61%	33%	67%
18. Think the way students are chosen is fair.[1]	64%	36%	62%	39%	60%	40%
19-23. Reason chose program:[2]						
19. Liked the magnet theme;	64%	36%	82%	18%	43%	57%
20. Neighborhood school;	54%	46%	52%	49%	71%	29%
21. Attended last year;	69%	31%	61%	39%	75%	25%
22. Other children in this school;	31%	69%	33%	67%	29%	71%
23. Other.	15%	85%	15%	85%	17%	84%

Appendix B, Table B-4 (Continued)

Communications and Writing Magnet Elementary Schools
Parent Perceptions by School, Spring 1991

Item Content	Attucks (N=78)		New West (N=33)		Troost (N=91)	
	Yes	No	Yes	No	Yes	No
24-30. Ways learned about program:[2]						
24. Newspaper;	8%	92%	6%	94%	9%	91%
25. Radio;	5%	95%	-----	100%	4%	96%
26. TV;	10%	90%	9%	91%	8%	92%
27. Child;	17%	83%	6%	94%	25%	75%
28. Friend;	19%	81%	33%	67%	17%	84%
29. School district;	23%	77%	21%	79%	22%	78%
30. Other.	46%	54%	36%	64%	40%	60%

Note: Percentages are rounded to the nearest whole percent. Percentages may not equal 100% since parents responding "no opinion" or "don't know" were not included in tabulations.

1 Percent of those parents stating knowledge of the application process.

2 Parents could respond affirmatively to more than one category.

Appendix C

New West Extended Day Activities

New West Extended Day Activities

Morning:

Library
Music
Literature
Josten Lab
Tutoring
Spanish
Physical Activities

Afternoon:

Science/Math
Music
Literature
Writing Lab
Computer/Tutoring
Spanish
Latin Culture
Geography
Art
Computer/Media
Soccer
Physical Activities
Boy Scouts
Girl Scouts

Appendix D

ITBS Scores by School

FIGURE 1a
ITBS Percentile Ranks - Attucks
Minority Reading

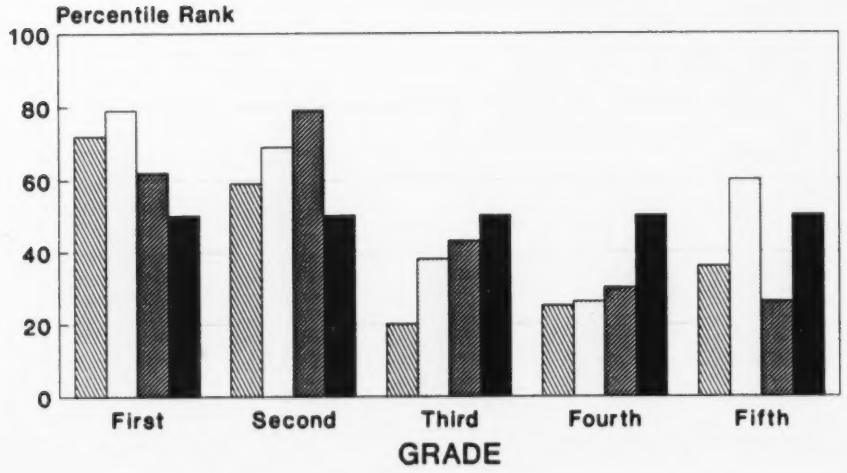
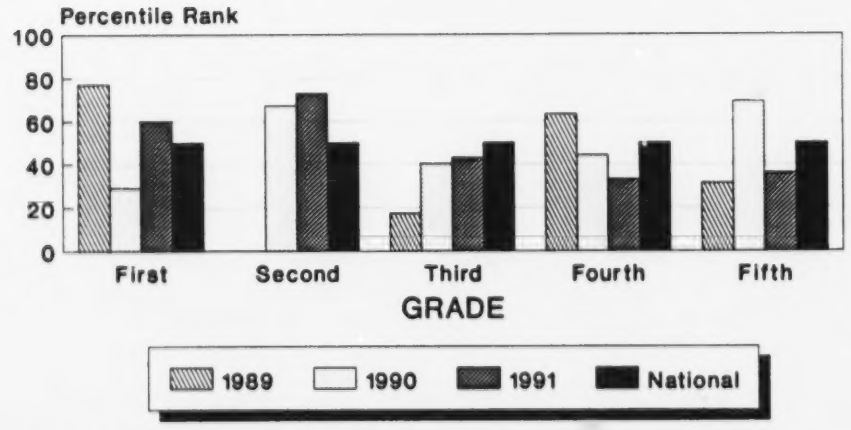


FIGURE 1b
ITBS Percentile Ranks - Attucks
Non-Minority Reading



Note:Percentile Ranks are based on individual student norms and represent mean grade equivalent scores.

FIGURE 2a
ITBS Percentile Ranks - New West Minority Reading

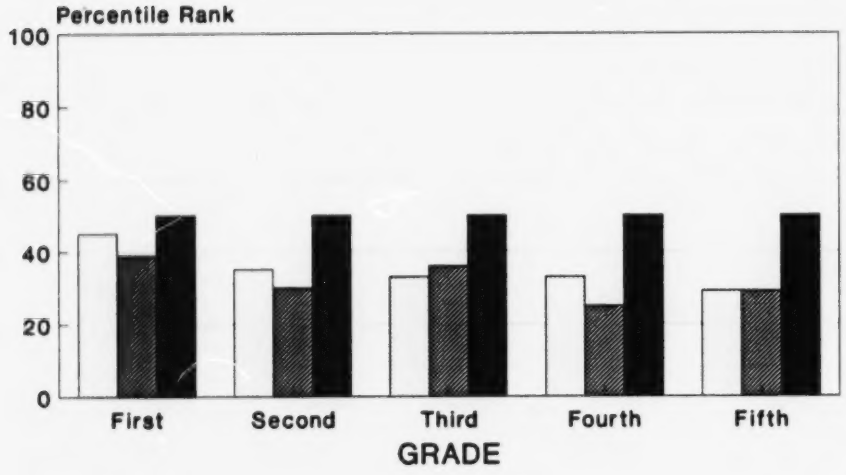
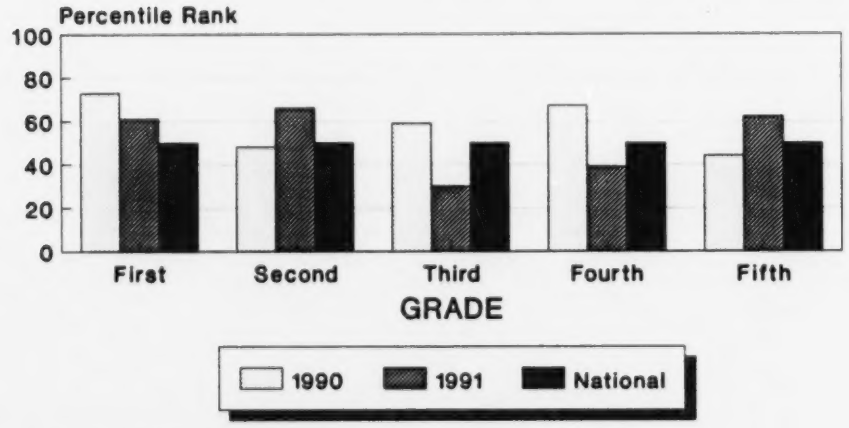


FIGURE 2b
ITBS Percentile Ranks - New West Non-Minority Reading



Note:Percentile Ranks are based on individual student norms and represent mean grade equivalent scores.

FIGURE 3a
ITBS Percentile Ranks - Troost
Minority Reading

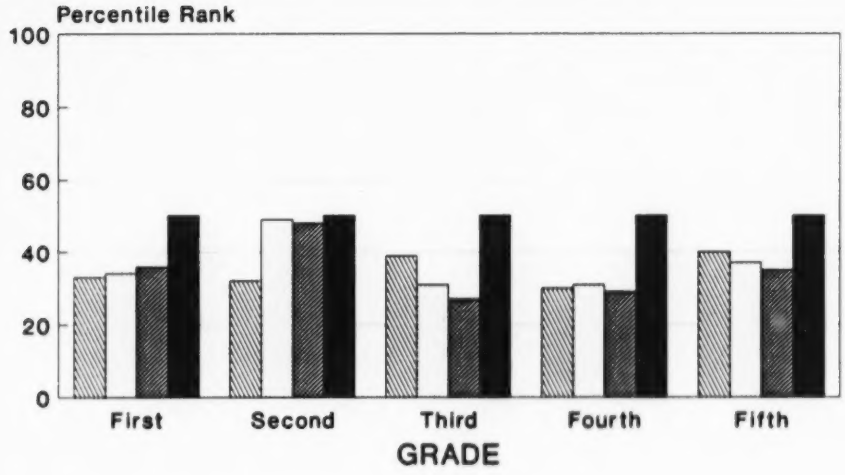
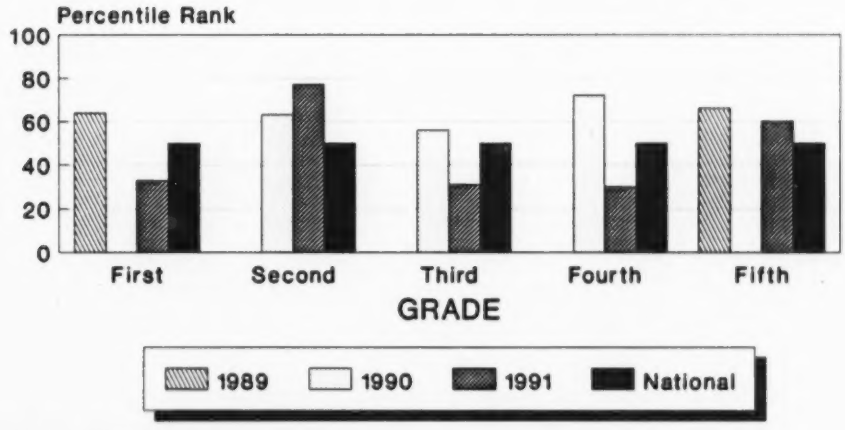


FIGURE 3b
ITBS Percentile Ranks - Troost
Non-Minority Reading



Note:Percentile Ranks are based on individual student norms and represent mean grade equivalent scores.

FIGURE 4a
ITBS Percentile Ranks - Attucks Minority Language

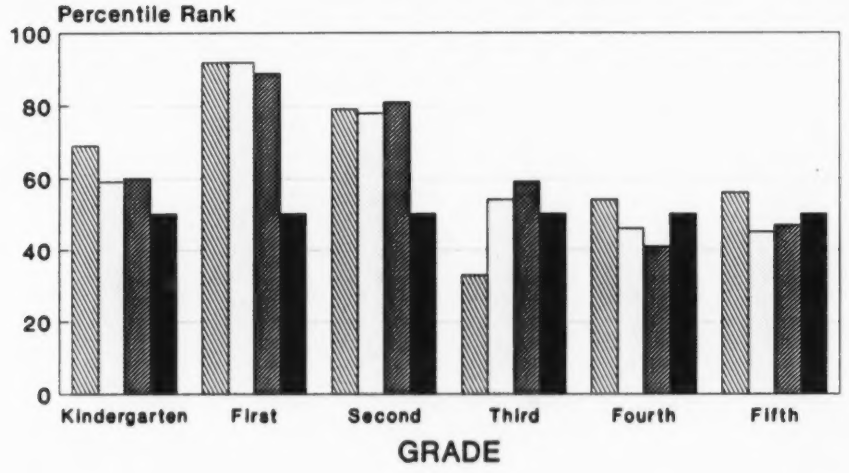
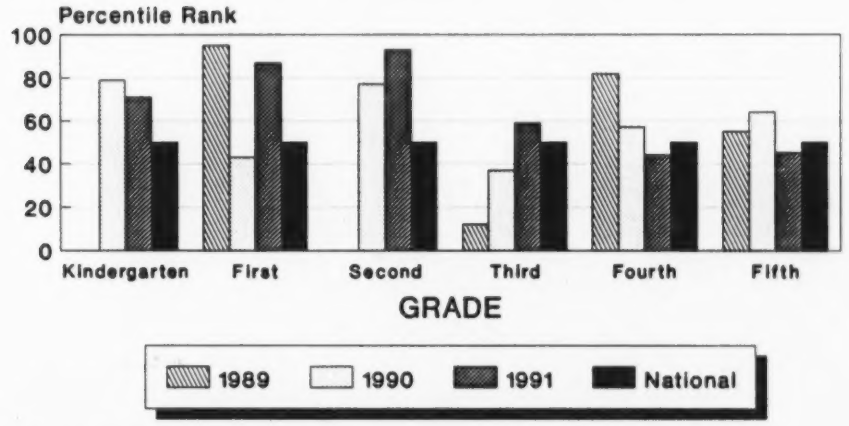


FIGURE 4b
ITBS Percentile Ranks - Attucks Non-Minority Language



Note:Percentile Ranks are based on individual student norms and represent mean grade equivalent scores.

FIGURE 5a
ITBS Percentile Ranks - New West Minority Language

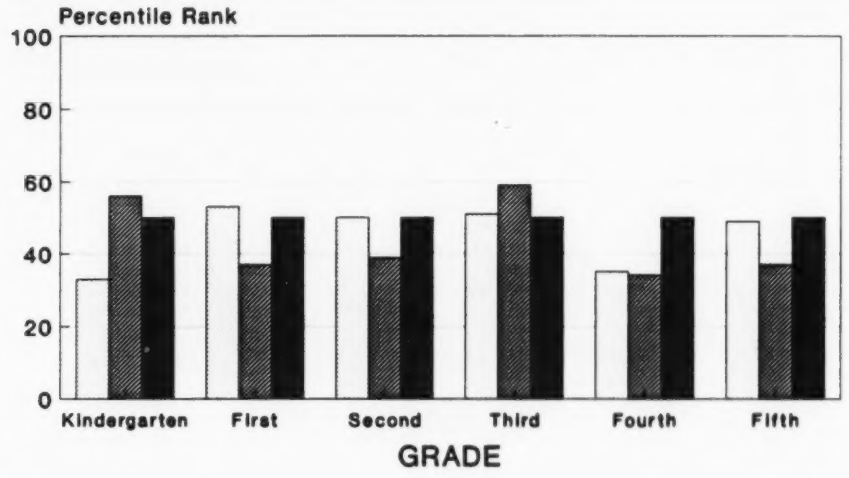
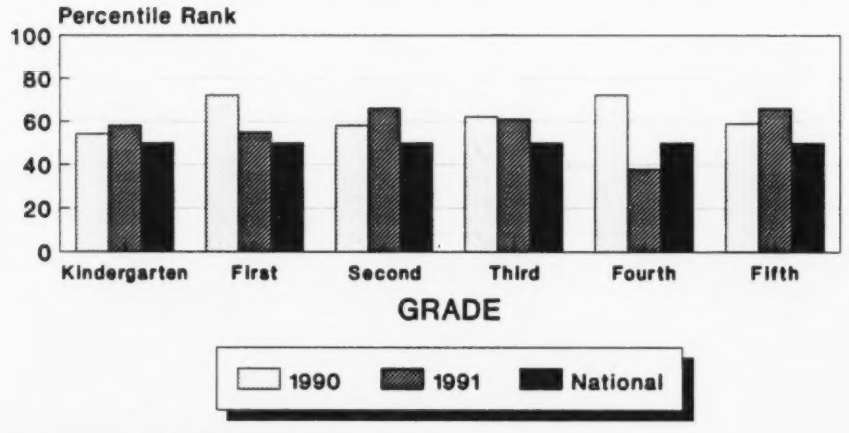


FIGURE 5b
ITBS Percentile Ranks - New West Non-Minority Language



Note:Percentile Ranks are based on individual student norms and represent mean grade equivalent scores.

FIGURE 6a
ITBS Percentile Ranks - Troost
Minority Language

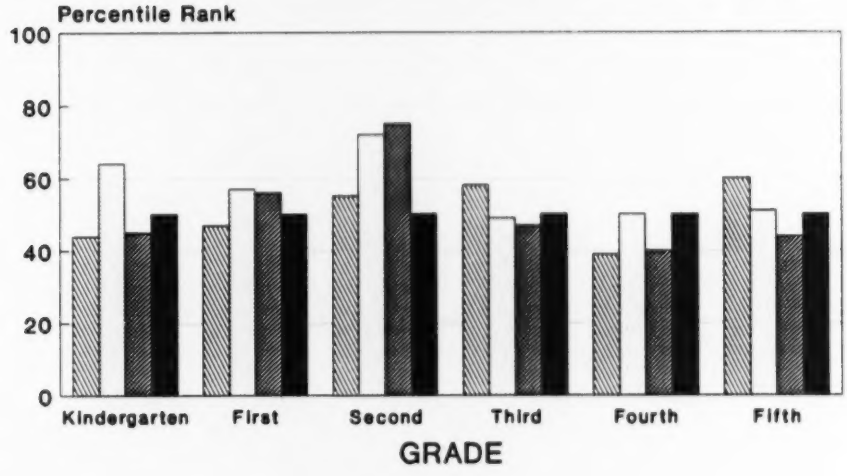
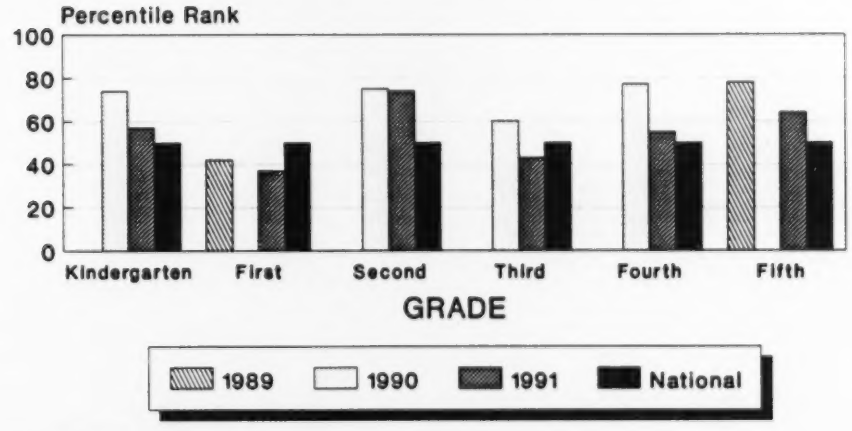


FIGURE 6b
ITBS Percentile Ranks - Troost
Non-Minority Language



Note:Percentile Ranks are based on individual student norms and represent mean grade equivalent scores.

FIGURE 7a
ITBS Percentile Ranks - Attucks
Minority Math

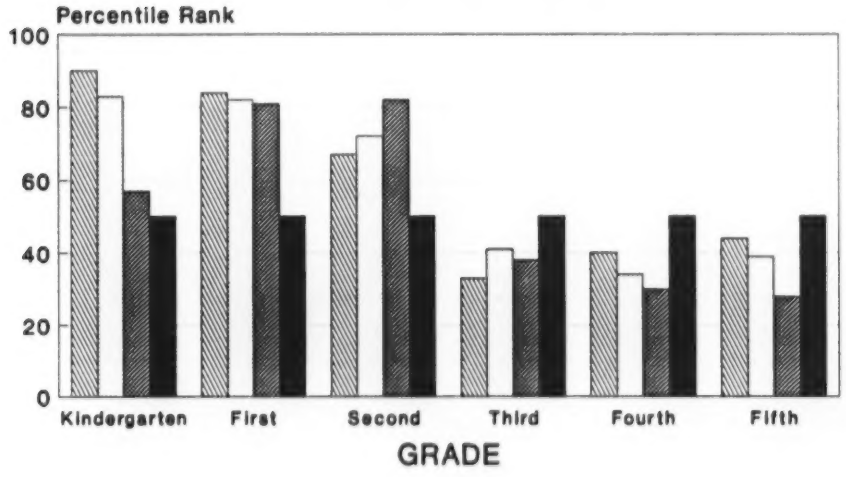
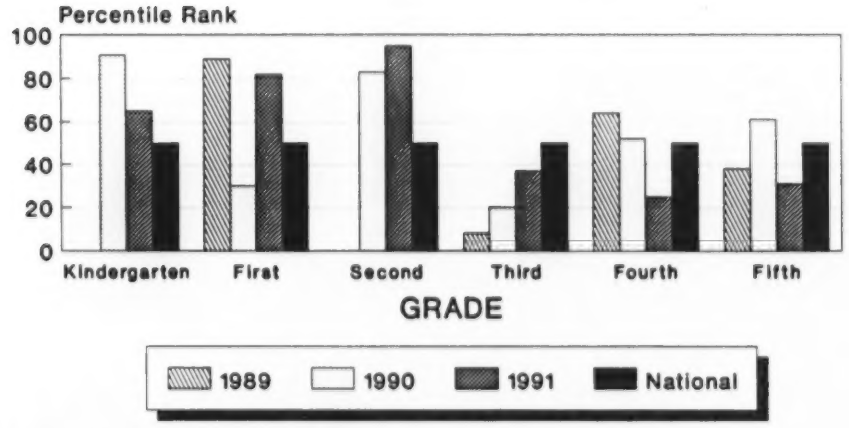


FIGURE 7b
ITBS Percentile Ranks - Attucks
Non-Minority Math



Note:Percentile Ranks are based on individual student norms and represent mean grade equivalent scores.

FIGURE 8a
ITBS Percentile Ranks - New West Minority Math

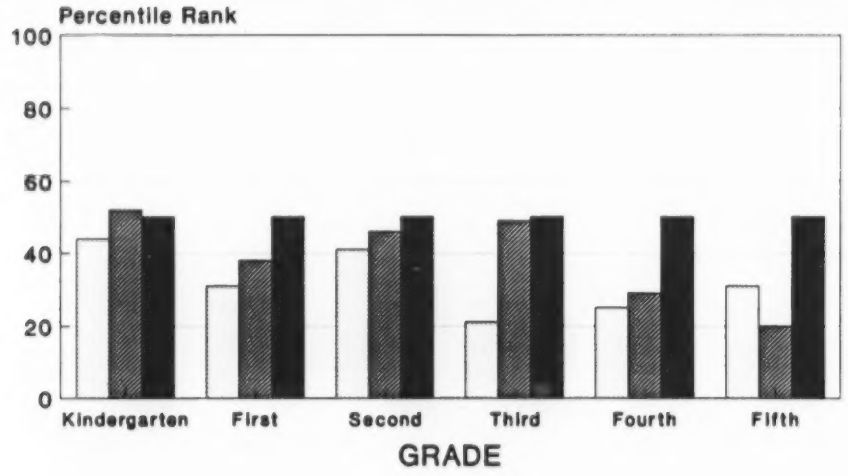
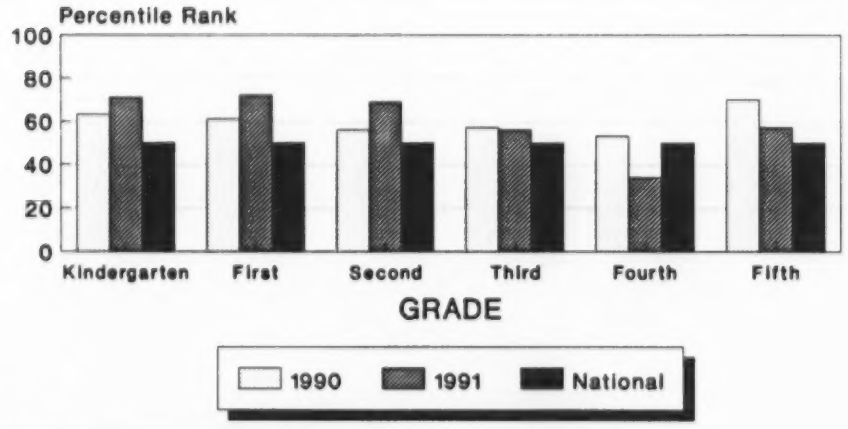


FIGURE 8b
ITBS Percentile Ranks - New West Non-Minority Math



Note:Percentile Ranks are based on individual student norms and represent mean grade equivalent scores.

FIGURE 9a
ITBS Percentile Ranks - Troost
Minority Math

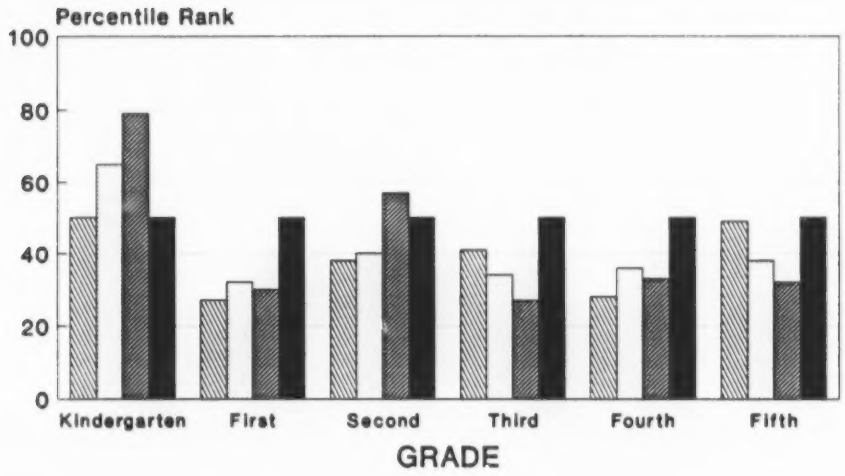
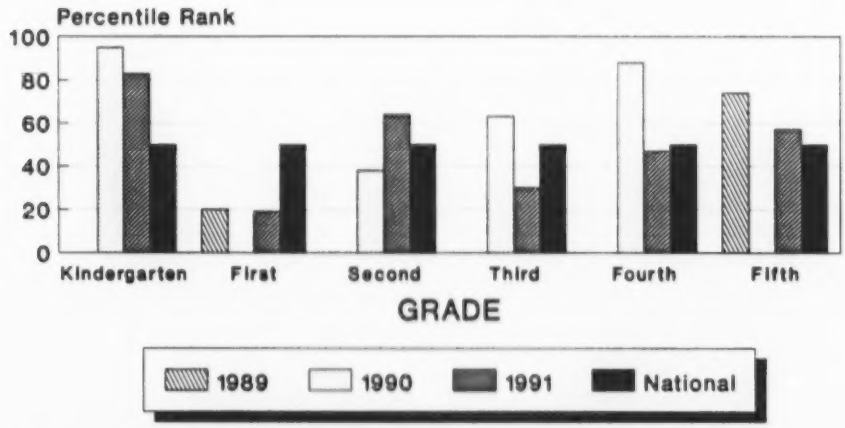


FIGURE 9b
ITBS Percentile Ranks - Troost
Non-Minority Math



Note:Percentile Ranks are based on individual student norms and represent mean grade equivalent scores.